

Social Sciences

10-20-30

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P S Y C H O L O G Y

Modular Unit 1 - PERSONALITY AND THE INDIVIDUAL

Modular Unit 2 - GENERAL PSYCHOLOGY

Modular Unit 3 - EXPERIMENTAL PSYCHOLOGY

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SOCIAL SCIENCES 10, 20, 30

RATIONALE

The emphasis in the interdisciplinary Social Studies 10, 20, 30 is on the investigation of relevant social issues. The Social Studies program offers an introduction to some of the concepts, the interrelated ideas and the processes of knowledge development of the social science disciplines. To enable a student to pursue further an expanding interest in a specific discipline, the Social Sciences 10, 20, 30 electives have been developed as in-depth studies to complement the social studies curriculum.

Since each social science offers a mode of critical thinking that leads to a more accurate comprehension of the central theme, "Man and His World", the electives will allow students to increase their knowledge and understanding of the structure and methodology of specific social science disciplines without detracting from the social studies program.

STRUCTURE

The Social Sciences 10, 20, 30 electives consist of several modular units, each of which is complete within itself. Each unit develops several themes from one of the social sciences: Anthropology, Sociology, Psychology, Geography, Economics, Political Science, Philosophy, Comparative World Religions and History.

The sequence in which the disciplines may be studied is optional, but modular units within a particular discipline may be sequential. Social Sciences 10 is not a prerequisite for Social Sciences 20, nor is Social Sciences 20 a prerequisite for Social Sciences 30.

In each of Social Sciences 10 and 20 students may study one modular unit for three credits or two modular units for six credits, but Social Sciences 30 is a five-credit course comprising the study of two modular units. In structuring the social science electives within a school, the school is free to select those units that best complement teacher and student interest. The electives are not intended to provide either an alternative or a substitute for the existing social studies curriculum. Rather they are offered to meet diversified student interests and add enrichment through individual or group study where this is deemed desirable.

OBJECTIVES

1. To develop an insight into the basic concepts of the discipline.
2. To develop an insight into specific modes of inquiry and skills unique to a particular discipline.
3. To develop an understanding of how knowledge is produced in a particular discipline.
4. To provide opportunities to experience the emotive qualities inherent to an interest-motivated approach to the study of a discipline.

PSYCHOLOGY

RATIONALE

Psychology is the study of behaviour, especially the dynamic characteristics of behavioural change. As a field of inquiry, psychology is interested in the behaviour of the entire scale of animal life.

A characteristic common to all science, including psychology, is the prediction and control of the phenomena of interest. For the teacher this characteristic can best be thought of in terms of several basic social situations. These situations include the home and the school and, to a certain extent, the clinical situation. If the teacher hopes to change the learner's behaviour in certain predictable ways, he must acquire a firm understanding of the dynamics of human behaviour and of the individual.

Tools for teaching psychological concepts are available to all teachers. Primary among these are the various aptitude, achievement, attitude, and interest tests as well as the tests of physical and social variables. Discussion of the validities, reliabilities, and norms of these instruments should be very effective if dealt with at the student's level of understanding. Most students should be able to grasp the idea that such tests are merely ways of providing for objective observation of human behaviour.

Each human being is different physically, mentally, emotionally, and socially. Individual differences become immediately apparent to the child. It is necessary for him to realize that a society or nation or the world is a richer mosaic because of this. This uniqueness of all individuals who contribute of their own peculiar and particular talents and skills or interests enriches the lives of us all. Individuals may differ in their approaches and have varying degrees of limitations in achieving their goals, yet all share a common humanity in that they all hope, dream, and aspire to the same essential attainments.

A high school psychology course should offer an appreciation of the value of individual differences to replace the various prejudices common to the adolescent. No two people can have both identical biological inheritance and environmental backgrounds and experiences. They differ physically, mentally, emotionally and socially. This is true of the past, the present, and the future. The fact that a person must conform to the standards and ideals of a particular family or society does not mean that he cannot develop individually. One can have a true sense of identity and all the richness and fullness of life attendant to it and still function effectively in the society in which he is expected to conform to set patterns of life. Misdirected goals and unused talents are destructive to the individual and the society, for both are cheated.

A goal of psychology is to show that human individual differences are multi-dimensional. The feeling of uniqueness is difficult to achieve. There seems to be alienation from self and society in a complex environment. Perhaps the understanding of alienation and the possibility of being a product of his environment will help the child as a rational organism to handle this within the limitations of his environment.

Goals of a child should be realistic, and the classroom and society should provide a climate for success. Communications channels should be open at all times. The teacher, by precept and example and by reinforcing desirable behaviour, can not only aid in the development of acceptable behaviour but also help in the acquisition of a good self concept. Teachers and students should be sure they are not finding their own faults in others.

Perception of an identical situation will vary. The degrees of variance will be determined largely by the degree to which the child is subjective or objective in his assessments of and responses to stimuli. A teacher must be sensitive to diverse hereditary and environmental experiences which cause each child to perceive differently. Of equal importance is for the teacher to aid children in understanding how varying self concepts and perceptual biases can affect behaviour.

The intent of the following modular outlines is to provide a framework in which to study psychological concepts. As such, it is inherent that this framework be viewed as being flexible in order to meet the needs of students in each school and classroom.

GOAL OF PSYCHOLOGY

To develop within the student the skills and understandings that make it possible for more effective living in our complex environment.

OBJECTIVES

In order to meet this stated goal the student must be able to understand:

1. The biological foundations of behaviour.
2. The development of his personality.
3. The role of motivation and emotions on his behaviour.
4. The relationships between perception and personality.
5. The principles of learning as they relate to his life patterns.
6. The development of personality defects and their resolutions.

MODULAR UNIT 1

PERSONALITY AND THE INDIVIDUAL

MODULAR UNIT 1 - PERSONALITY AND THE INDIVIDUAL

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MODULAR UNIT 1 - PERSONALITY AND THE INDIVIDUAL

OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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1. Brennecke et al
2. Engle & Snellgrove,
Handbook of Lab
Activities
3. Hawley & Hawley
4. McMahon, Frank
5. Pfeiffer & Jones
6. Sorenson et al
7. Tallent & Spurgin

NOTE: To streamline the chart format of the modular unit outlines, all references are listed as briefly as possible - books by author's last name and other materials by title. All references which appear in the charts are listed in full detail on pages 79 - 81.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme One: Introduction to Psychology</u>			
A. To understand and appreciate the field of psychology.	1. Definition: Psychology is the science that studies the behaviour of organisms. <ul style="list-style-type: none"> a. Science b. Behaviour c. Organisms 		Cocktail Party - Soft music; each member of the class mixes non-verbally, reading each others' name tags.
B. To recognize the areas of study covered by psychology.	2. The place of psychology among other sciences. <ul style="list-style-type: none"> a. Chemistry & Biology b. Anthropology & Sociology c. Psychology & Psychiatry d. Psychology & Psycho-analysis 		What Psychology Is - See Engle & Snellgrove, Chapter 1. What Psychology Is Not - See <u>Lab Manual</u> , Engle & Snellgrove.
	3. What psychology is not. - Pseudo-scientists 4. Psychologists and hypnosis <ul style="list-style-type: none"> a. Hypnosis b. Application 		

SPECIFIC OBJECTIVES

CONCEPTS OR ISSUES

MATERIALS

ACTIVITIES

Theme One: Introduction to Psychology (cont'd)

C. To differentiate between psychology and parapsychology.

5. Parapsychology
- telepathy

D. To describe the methods used by psychologists.

6. Methods of psychological study:
a. Natural observation
b. Directed observation
c. The case study method
d. Interviews
e. The questionnaire method

Theme Two: Personality

- A. To understand and appreciate personality of themselves and others.

1. The development of personality.
 - a. Influence of the home
 - b. Birth order and personality
 - c. Society and the personality
 - d. Nature vs. Nurture
 - e. Intelligence

Taylor - Johnson Temperament Analysis Test. This test can be ordered through the counsellor's office and should be given to students on a non-compulsory basis. It can be used to illustrate measuring techniques in the personality area.

- B. To differentiate between fact and speculation regarding personality theory.
- C. To display an awareness of the similarity and uniqueness of each individual personality.

2. Theories of personality
 - a. Informal theories of personality
 - b. The trait theory of personality
 - c. The introvert-extrovert theory
 - d. Freudian theories
 - e. Experimental theories
 - f. The organismic approach
 - Maslow's hierarchy of needs

Jourard, Sidney M.

Fybate Lecture Notes, "Introduction to Psychology"

To illustrate informal theories, have a stranger walk through the class and then have students assess his personality individually. This will show that each person has some informal theory of personality.

Discussion Topic: What is actualization?

MODULAR UNIT 1 - PERSONALITY AND THE INDIVIDUAL

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Two: Personality</u> (cont'd)	2. Theories of personality (cont'd) g. Body - type theories i. Endomorph ii. Mesomorph iii. Ectomorph		Students may attempt to classify personality through body types (Somatotyping).
D. To describe the methods of studying personality.	3. Scientific techniques for measuring personality. a. Ratings i. Order of merit rating ii. The graphic rating scale iii. The halo effect iv. Stereotypes b. Inventories i. How are inventories made up and scored? ii. Cautions in using the results of personality inventories	Fybate Lecture Notes "Psychology of Personality"	Telepathy Experiment, <u>Lab Manual</u> , Engle & Snellgrove. An M M P I Personality Inventory should be available in the counselling office. This could be shown as an example of personality inventories.

MODULAR UNIT 1 - PERSONALITY AND THE INDIVIDUAL
SUPPLEMENTARY

SUGGESTED
ACTIVITIES

SPECIFIC OBJECTIVES

CONCEPTS OR ISSUES

MATERIALS

Theme Two: Personality (cont'd)

<p>E. To understand and accept the factors that contribute to personality.</p>	<p>c. Interviewing</p> <ul style="list-style-type: none"> i. Interviews as valid measurements ii. Improving interviewing <p>d. Behaviour sampling</p> <ul style="list-style-type: none"> i. Cheating in school work ii. Other examples of behaviour sampling iii. Cautions in interpreting behaviour sampling 		
	<p>4. Projective techniques</p> <ul style="list-style-type: none"> a. Inkblot tests - Rorschach b. Other projective techniques c. How projective techniques measure personality d. Cautions that must be taken with projective techniques 		<p>Have students interpret their own ink blots made during the class. Students should be asked also to interpret non-verbal skits put on by other students in the class. Skits should demonstrate interpersonal conflict situations and students must answer the questions as to what caused the conflict between the two people.</p>

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Three: Behaviour

To understand how
behaviour develops.

1. Development
 - a. Maturation and its relation to development
 - b. General principles of development
 - c. Psychological study of behaviour in individual development
 - i. Arnold Gesell
 - ii. Longitudinal method
 - iii. Cross-sectional method

2. Physical development
 - a. Prenatal development
 - b. Influence of genes
 - c. Body development and personality
 - d. The development of height and weight
 - e. Physical defects and development

Information on prenatal development can be found in any general psychology or biology textbook

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Three: Behaviour</u> (cont'd)			
To understand how behaviour develops. (cont'd)	3. Motor development <ul style="list-style-type: none"> a. Sequence of motor development in a baby b. Characteristics of motor development in childhood, adolescence and old age c. Differences in the motor abilities of males and females 		
	4. Language development <ul style="list-style-type: none"> a. How does language develop? b. How can we study language? (Use of semantic differential) 		
	5. Emotional development <ul style="list-style-type: none"> a. What emotions are present at birth? b. Are emotions learned? c. Some common emotions 		Have students express various emotional states and other students attempt to identify the emotion being illustrated.

Rosenberg, Morris J.

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Theme Three: Behaviour (cont'd)

To understand how
behaviour develops.
(cont'd)

6. Social development (cont'd)
 - e. How personality develops
 - i. Persona; meaning mask
 - ii. How does self-concept affect personality?
 - iii. How much does personality change?
 - f. Mental development (Intelligence)
 - i. Problems in studying the development
 - ii. When do mental traits appear, develop and decline?
 - verbal ability
 - perception of spatial relations
 - reasoning ability
 - numerical ability
 - word fluency

Time - Life Reprint,
"Child Development"

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Four: Intelligence</u></p> <p>To understand the nature and nurture of intelligence.</p>	<ol style="list-style-type: none"> 1. The meaning of intelligence <ol style="list-style-type: none"> a. Intelligence factors <ul style="list-style-type: none"> - space factor - number factor - verbal factor, comprehensive - verbal fluency factor - memory factor - reasoning factor - perceptual factor b. Some useful applications of recognizing factors in intelligence 		
	<ol style="list-style-type: none"> 2. Individual tests of intelligence <ol style="list-style-type: none"> a. History of intelligence tests b. Individual tests for Canadians c. Performance test of intelligence 		<p>Sample questions from I. Q. tests could be used to illustrate factors that the tests attempt to measure.</p>

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Four: Intelligence</u> (cont'd) To understand the nature and nurture of intelligence. (cont'd)	3. Group tests of intelligence <ul style="list-style-type: none"> a. Group tests and school use b. The intelligence quotient $I. Q. = \frac{MA}{CA} \times 100$ c. Calculation of I. Q. d. Does I. Q. remain stable throughout life? e. How much of intelligence is inherited? f. Mental maturity g. Classification of I. Q. 		
	4. Practical applications of intelligence tests <ul style="list-style-type: none"> a. Tests and school use b. Relationships between I. Q. and school grades c. Intelligence tests and jobs d. Intelligence and vocations 		<u>Class Discussion Topic:</u> Should teachers know the I. Q.'s of students?

SPECIFIC OBJECTIVES

CONCEPTS OR ISSUES

MATERIALS

ACTIVITIES

Theme Four: Intelligence (cont'd)

To understand the nature and nurture of intelligence.
(cont'd)

5. Mental retardation
 - a. Severely and profoundly retarded persons
 - b. Moderately retarded persons
 - c. Mildly retarded persons
 - d. What can mentally retarded persons learn?
 - e. What causes mental retardation?
 - f. Can mental retardation be cured?

Information and guest speakers are available from your local Association for the Mentally Retarded.

6. Intellectually gifted children
 - a. Is the gifted child superior in all ways?
 - b. Do students of superior ability live up to their potential?

7. Criticisms of intelligence tests
 - discrimination through cultural bias

Discussion Topics:

1. Are all people created equal?
2. Should positive or negative eugenics be practised by government?

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	MATERIALS	ACTIVITIES
<u>Theme Five: Heredity and Environment</u>			
To illustrate the interaction of heredity and environment.	1. Inherited characteristics <ol style="list-style-type: none"> Dominant and recessive characteristics Chromosomes and genes How do genes determine your biological development? Do you inherit characteristics from your parents or from remote ancestors? 		Students can fill in their own eye chart starting with grandparents and including all the offspring in the eye color chart. (See <u>Lab Manual</u> , Engle & Snellgrove).
	2. Studies of heredity <ol style="list-style-type: none"> The studies and results of animal experiments Studies of human families Practical applications for controlling heredity 		
	3. Heredity and maturation <ol style="list-style-type: none"> The effect of maturation on learning Maturation and human learning Can maturation guarantee learning? 		

SPECIFIC OBJECTIVES

CONCEPTS OR ISSUES

MATERIALS

ACTIVITIES

Theme Five: Heredity and Environment (cont'd)

To illustrate the interaction of heredity and environment. (cont'd)

3. Heredity and maturation (cont'd)

d. Imprinting

If lab facilities are available, students may want to hatch some baby ducks and observe the process of imprinting.

4. Influences of the environment before birth

a. Maternal influences

b. Influence of prenatal malnutrition

5. Influences of the environment after birth

a. Effects of nourishment in young animals

b. Effects of malnutrition in human infants

c. Assisting to relieve effects of malnutrition on children

d. Changes in home environment can result in a change of I. Q.

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Five: Heredity and Environment (cont'd)

To illustrate the interaction of heredity and environment. (cont'd)

5. Influences of the environment after birth (cont'd)
 - e. A limited environment affects the I. Q.
 - f. Race and socioeconomic conditions affect results of intelligence tests
6. Interaction of heredity and environment
 - a. Motivation
 - b. Interaction of heredity and environment in an experiment with rats
 - c. Twin studies
 - d. How do heredity and environment interact?



SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Six: Biological Influences on Behaviour</u> To understand the physiological influences on behaviour and personality.	1. The nervous system a. The central and peripheral nervous systems b. The autonomic nervous system		
	2. Reaction time a. Reaction in driving a car b. Factors affecting reaction time		Students may be surprised that they cannot catch a dollar bill even when they have their fingers close to the dollar itself: a ruler could also be used to illustrate that students have different reaction times.
	3. The Brain a. How is the brain studied? b. Relationship between kinds of thinking and specific parts of the brain c. Is there a relationship between personality and the brain?		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Six: Biological Influences on Behaviour</u> (cont'd)</p> <p>To understand the physiological influences on behaviour and personality. (cont'd)</p>	<p>4. Convulsive Disorders</p> <p>a. Types</p> <ul style="list-style-type: none"> - grand mal - petit mal - Jacksonian - psychomotor <p>b. Causes</p> <p>c. How can you help a person displaying convulsive behaviour?</p>		<p>Resource speakers should be available from your local Epileptic Association to illustrate procedures for helping a person undergoing a seizure.</p>
	<p>5. Glands</p> <p>a. Duct glands</p> <p>b. Ductless glands</p> <p>c. Thyroid and Parathyroid glands</p> <p>d. Pituitary gland</p> <p>e. Adrenal gland</p> <p>f. Gonads</p> <p>g. Has man's changing environment affected glandular activity?</p>		<p><u>Discussion Topic:</u></p> <p>Effect of hormonal changes during female menstrual cycle.</p>

MODULAR UNIT 1 - PERSONALITY AND THE INDIVIDUAL

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Six: Biological Influences on Behaviour</u> (cont'd)</p> <p>To understand the physiological influences on behaviour and personality. (cont'd)</p>	<p>6. Emotional behaviour .</p> <ol style="list-style-type: none"> An emotional state How can emotional states be studied scientifically? Measuring emotional states Lie detectors Can the lie detector be wrong? Pupillometrics How do emotions affect digestion? 	<p>Smith, Burke M., "The Polygraph", <u>Scientific American</u>, January, 1967 (Vol. 216, No. 1).</p> <p>"Rattlesnakes and French Fries", <u>Psychology Today</u>, September 1974, illustrates the</p>	<p>Lie detector test, <u>Lab Manual</u>, Engle & Snellgrove.</p>
	<p>7. Instincts, or species - specific behaviour</p> <ol style="list-style-type: none"> What do psychologists now mean by instinct? Examples of instinctive or species - specific behaviour Can species - specific behaviour be altered? Other explanations for some behaviour popularly called instinctive 	<p>principles of pupil-lometrics.</p>	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Six: Biological Influences on Behaviour</u> (cont'd)			
To understand the physiological influences on behaviour and personality. (cont'd)	8. The effect of sleep on behaviour <ul style="list-style-type: none"> a. How important is sleep? b. Different stages of sleep c. How do we know when a subject is dreaming? d. Are dreams necessary? 		<u>Discussion Topic:</u> Has a dream ever influenced your life? In what way?

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Seven: Understanding Perception</u></p> <p>To demonstrate a knowledge of human perception and sensation and its application to the way they view their own respective worlds.</p>	<p>1. Attention</p> <ol style="list-style-type: none"> Characteristics of stimuli that gain our attention Characteristics of the individual that influence what gains his attention Maintaining attention Can we pay attention to two stimuli presented at the same time? 		
	<p>2. Sensation and perception</p> <ol style="list-style-type: none"> Thresholds Subliminal perception 	<p>Packard, Vance <u>Hidden Persuaders</u> (Teacher reference only).</p>	<p>HE SAW THE THE BIRD SITTING ON THE THE BIRD HOUSE</p> <p>Reproduce the following on the board and have students look at it for 5 seconds; then have them repeat what they saw. Invariably the students will miss the double "the".</p>
	<p>3. Vision</p> <ol style="list-style-type: none"> The physical nature of color Color combinations Some practical applications of color Color blindness or color weakness How do we perceive distance and depth? 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Seven: Understanding Perception</u> (cont'd)</p> <p>To demonstrate a knowledge of human perception and sensation and its application to the way they view their own respective worlds. (cont'd)</p>	<p>3. Vision (cont'd)</p> <ul style="list-style-type: none"> f. Are these spatial areas learned or innate? g. Optical illusions h. What is the difference between an illusion and a hallucination? i. Some practical uses of illusions j. The illusion of Stroboscopic motion 		<p>Many experiments on illusions and designs for making illusionary apparatus may be found in <u>Lab Manual</u>, Engle & Snellgrove.</p> <p>Students should be encouraged to test their own eyes using a Snellan eye chart and to test their hearing using an Audio generator and ear phones to electronic C P S range.</p>
	<p>4. Hearing</p> <ul style="list-style-type: none"> a. Pitch b. Loudness c. Timbre d. Space through hearing e. The difference between music and noise f. Deafness 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Seven: Understanding Perception</u> (cont'd) To demonstrate a knowledge of human perception and sensation and its application to the way they view their own respective worlds. (cont'd)	5. Other sense fields a. Smell b. Taste c. Kinesthetic sense d. Equilibrium		Students should try the following experiment: A student usually cannot stand on a chair and maintain his balance on one leg with his eyes closed for more than one minute. This demonstrates the use of the eyes in equilibrium.
	6. Sensory deprivation		



M O D U L A R U N I T 2

G E N E R A L P S Y C H O L O G Y



MODULAR UNIT 2 - GENERAL PSYCHOLOGY

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MODULAR UNIT 2 - GENERAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme One: History of Psychological Schools of Thought

To understand and identify the various schools of psychological thought and their respective histories.

- | | |
|--|---|
| 1. Philosophical origin of psychology | Fybate Lecture Notes, |
| a. Greek philosophies of the 6th century - Plato, Aristotle, Pythagoras, & Hippocrates | "Individual Psychology" |
| b. Belief that people are as they are because of a psyche or soul | |
| c. 17th, 18th, 19th century philosophers - Descartes, Berkely & J. S. Mill | - Kendler, Howard H.
- Tallent & Spurgin
- <u>International Encyclopedia of the Social Sciences</u> |

- | | |
|--|---|
| 2. Beginnings of modern psychology | NOTE: To streamline the chart format of the modular unit outlines, all references are listed as briefly as possible - books by author's last name and other materials by title. All references which appear in the charts are listed in full detail on pages 79 - 81. |
| a. Foundation of laboratory by Wundt in 1879 | |
| b. Definition of psychology | |
| i. Science | |
| ii. Behaviour | |
| iii. Organisms | |

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme One: History of Psychological Schools of Thought</u> (cont'd) To understand and identify the various schools of psychological thought and their respective histories. (cont'd)	3. Major approaches to understanding behaviour <ul style="list-style-type: none"> a. Freud and Psychoanalysis b. Adler and Individual Psychology c. Jung and Analytic Psychology d. Watson and Behaviourism e. Existentialism f. Eclectic View 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Two: Principles of Learning</u>			
A. To know the relationship between basic learning theory and human learning and forgetting.	1. What is learning?		Construct a finger maze (See <u>Lab Manual</u> , Engles & Snellgrove).
	2. Trial and error learning mazes		
B. To estimate future consequences implied in learning theory data.	3. Classical conditioning		Maze Experiment, <u>Lab Manual</u> , Engles & Snellgrove
	a. Pavlov's experiment		
	b. Other conditioning experiments		
	c. Practical applications of classical conditioning		Conditioned eye blink experiment - rig up an apparatus so that a puff of air is blown into a person's eye as a buzzer sounds.
	d. Counter conditioning		
	4. Terms related to classical conditioning		
	a. Extinction and spontaneous recovery		
	b. Reinforcement		
	c. Generalization		
	d. Discrimination		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p>Theme Two: Principles of Learning (cont'd)</p> <p>3. To estimate future consequences implied in learning theory data. (cont'd)</p>	<p>5. Operant conditioning</p> <ul style="list-style-type: none"> a. Differences between classical and operant conditioning b. Operant conditioning with animals c. Training animals using operant procedures d. Is operant conditioning used with human beings? 		<p>To illustrate procedures and principles of learning, obtain a Skinner Box and condition white mice.</p>
	<p>6. Terms related to operant conditioning</p> <ul style="list-style-type: none"> a. Extinction and spontaneous recovery b. Reinforcement c. Partial or intermittent reinforcement <ul style="list-style-type: none"> - fixed ratio - variable ratio - fixed interval - variable interval d. Secondary reinforcement e. Generalization and discrimination 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Two: Principles of Learning</u> (cont'd) B. To estimate future consequences implied in learning theory data. (cont'd)	7. Operant conditioning and punishment - is reward more effective than punishment?		<u>Discussion Topic:</u> Punishment and its effect on our society.
	8. Operant conditioning and programmed learning a. What is programmed learning? b. Teaching machines c. Programmed books d. Some advantages of programmed materials		Have students construct a programmed learning book on some topic of interest to grade 5 or 6 students, and test its effectiveness.
	9. Learning by insight a. What is insight? b. Animal experiments and insight c. Some examples of human insight d. What causes the learner to have insight?		
	10. Controversial areas of learning		



SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Three: How to Learn Efficiently</u> To apply learning theory to human learning.	1. Transfer <ul style="list-style-type: none"> a. Positive transfer b. Experimental studies of transfer c. How are stimulus-response relationships involved in transfer? d. How can the amount of transfer be increased? 		
	2. Other factors in learning efficiently <ul style="list-style-type: none"> a. Motivation b. Competition and motivation c. Meaningfulness d. Knowledge of results e. Massed vs. distributed practice f. Which type is more efficient? <ul style="list-style-type: none"> - some practical efficient suggestions about massed and distributed practice g. Whole learning vs. part learning <ul style="list-style-type: none"> - practical suggestions about whole and part learning h. Mnemonic devices i. Overlearning j. Latent learning k. Serial learning 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Three: How to Learn Efficiently (cont'd)

To apply learning theory
to human learning,
(cont'd)

3. The Progress of learning
 - a. Plateaus
 - b. Why does a plateau occur?

4. Remembering
 - a. Method of relearning
 - b. Method of recall
 - c. Method of recognition
 - d. Vocabulary & retention
 - e. Are general or exact words easier to remember?
 - f. Sleep learning

5. Forgetting
 - a. Elapse of time
 - b. Inattention
 - c. Retroactive inhibition
 - d. Proactive inhibition
 - e. Motivated forgetting
 - f. Distortion of the memory trace
 - g. Long term memory and short term memory
 - h. How does sleep affect retention?

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Four: The Process of Thinking</u> To understand the processes involved in thinking.	1. Basic elements of thinking a. Symbols b. Language		
	2. Concepts a. Can animals form concepts? b. How do children form concepts? c. How do you form concepts? d. Can animals learn to express concepts through speech?	<u>Seeds of Hate</u> (filmstrip)	Have a child 4 - 5 years old do concepts test in Engle & Snellgrove, p. 106.
	3. Uncritical thinking a. All or nothing thinking b. Confusing coincidence with cause c. Delusions		
	4. Creative thinking a. Artistic creativity b. Steps in creative thinking - preparation - incubation - inspiration - verification - revision c. Brainstorming and creative thinking		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Four: The Process of Thinking</u> (cont'd) To understand the process involved in thinking. (cont'd)	4. Creative thinking (cont'd) d. Creative thinking in groups or alone e. Characteristics of a creative person		
	5. Imagining a. Eidetic images b. Imagination - autistic thinking - fantasy		Play the Eidetic Game - remembering objects on the desk.
	6. Reasoning a. How do children reason? b. How well do college students reason? c. Inductive and deductive reasoning		False syllogistic reasoning, Engle & Snellgrove, page 131, no. 8.
	7. Computer vs. human thinking a. How do computers work? b. Comparisons between human and computer thinking	Maltz, <u>Psycho-Cybernetics</u> Selye, <u>Stress Without Distress</u>	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Four: The Process of Thinking (cont'd)

To understand the
process involved in
thinking. (cont'd)

8. Applying principles of
learning to taking examinations
 - a. Essay examinations
 - b. Objective examinations



SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Five: Facing Frustration and Conflict

To understand and learn appropriate responses to frustration and conflict.

1. Frustration and conflict
 - a. Reactions to a frustrating situation
 - b. Frustrating situations in every day life
 - c. Frustration tolerance
 - d. Conflicting situations can cause frustration
2. Types of conflict
 - a. Approach - approach conflicts
 - b. Avoidance - avoidance conflicts
 - c. Approach - avoidance conflicts
 - d. A double approach - avoidance conflict
 - e. Which type is the easiest to solve?
3. Desirable ways of responding to frustration and conflict
 - a. Tackle the problem even though it appears almost hopeless
 - b. Ask other people for help
 - c. Work with others

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Five: Facing Frustration and Conflict (cont'd)

To understand and learn appropriate responses to frustration and conflict. (cont'd)

3. Desirable ways of responding to frustration and conflict (cont'd)
 - d. Search for a better way to meet the problem
 - e. Know when to be flexible
 - f. Consider alternatives

4. Adjustment mechanisms
 - a. Compensation
 - b. Over-compensation
 - c. Identification
 - d. Projection
 - e. Stereo-typed behaviour
 - f. Repression
 - g. Regression
 - h. Procrastination
 - i. Displaced aggression
 - j. Letting someone else decide for you
 - k. Rationalization
 - sour grapes
 - sweet lemon
 - l. Can rationalization be constructive?
 - m. How do groups and nations rationalize?

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Five: Facing Frustration and Conflict</u> (cont'd)</p> <p>To understand and learn appropriate responses to frustration and conflict. (cont'd)</p>	<p>5. Cognitive dissonance</p> <ul style="list-style-type: none"> a. As related to smoking behaviour b. Cognitive dissonance using children as subjects c. Ways of reducing cognitive dissonance or justifying the disharmony 	<p>Fybate Lecture Notes, "Social Psychology"</p>	

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Six: Emotional Problems of Adolescents

To understand and accept strengths and limitations in an application of mental health knowledge to one's own life.

1. Inferiority
 - a. Are feelings of inferiority abnormal?
 - b. Should physical abnormalities cause feelings of inferiority?
 - c. How important are good looks?
 - d. How does clothing affect feelings of inferiority?
 - e. Social prejudices can cause feelings of inferiority
 - f. Should poor school marks be taken as a proof of inferiority?
 - g. What are the symptoms of excessive feelings?

2. Daydreaming
 - a. How common is daydreaming?
 - b. When does daydreaming become undesirable?
 - c. The conquering hero daydream
 - d. The suffering hero daydream

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Six: Emotional Problems of Adolescents</u> (cont'd)</p> <p>To understand and accept strengths and limitations in an application of mental health knowledge to one's own life. (cont'd)</p>	<p>3. Thrills and thrill-seeking</p> <ol style="list-style-type: none"> What makes a situation thrilling? Taking a chance Why do people take chances? Why do people gamble? 		
	<p>4. Family conflicts</p> <ol style="list-style-type: none"> Subjects on which adolescents and their parents disagree Why do adolescents "fight" with their brothers and sisters? Why is old age often a personal problem for young people? How can you assist older people? 	<p>Fybate Lecture Notes, "Personal and Social Adjustment"</p>	

SPECIFIC OBJECTIVES

CONCEPTS OR ISSUES

MATERIALS

ACTIVITIES

Theme Six: Emotional Problems of Adolescents (cont'd)

To understand and accept strengths and limitations in an application of mental health knowledge to one's own life.
(cont'd)

5. Dating and romantic love
 - a. Dating
 - b. What does dating accomplish?
 - c. Computer dating
 - d. Are boy-girl relationships changing?
 - e. Characteristics of remote love
 - f. Physiology and love
-
6. Assuming the roles of men and women
 - a. What determines male and female roles in our society?
 - b. What changes are taking place in masculine and feminine roles?

<p>1890</p>	<p>Jan 1st to Dec 31st</p>	<p>1890</p>
<p>1891</p>	<p>Jan 1st to Dec 31st</p>	<p>1891</p>
<p>1892</p>	<p>Jan 1st to Dec 31st</p>	<p>1892</p>
<p>1893</p>	<p>Jan 1st to Dec 31st</p>	<p>1893</p>
<p>1894</p>	<p>Jan 1st to Dec 31st</p>	<p>1894</p>
<p>1895</p>	<p>Jan 1st to Dec 31st</p>	<p>1895</p>
<p>1896</p>	<p>Jan 1st to Dec 31st</p>	<p>1896</p>
<p>1897</p>	<p>Jan 1st to Dec 31st</p>	<p>1897</p>
<p>1898</p>	<p>Jan 1st to Dec 31st</p>	<p>1898</p>
<p>1899</p>	<p>Jan 1st to Dec 31st</p>	<p>1899</p>

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Seven: Behaviour Disorders and Their Treatment

To familiarize students with the treatment of behaviour disorders.

- | | |
|---|---|
| 1. Behaviour disorders in our society
a. What is a behaviour disorder?
b. Prevalence in our society
c. Historical treatment of behaviour disorders
d. Current trends in treatment | Fybate Lecture Notes, "Behaviour Disorders" |
| 2. Neurotic behaviour
a. Symptoms
b. Causes
c. Conversion reactions
d. Dissociative reactions
e. Anxiety reactions
f. Psychosomatic disorders | |
| 3. Psychosis
a. What is psychosis?
b. Common misconceptions
c. On what basis is a person judged psychotic? | Feature Film:
<u>Three Faces of Eve</u> |

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Seven: Behaviour Disorders and Their Treatment</u> (cont'd) To familiarize students with the treatment of behaviour disorders. (cont'd)	4. Functional psychosis <ul style="list-style-type: none"> a. Some suggested causes of functional psychosis b. What psychologists think c. Characteristics of manic-depressive behaviour d. Characteristics of schizophrenia e. Paranoid reactions 		Speakers may be invited from local Health Units.
	5. Organic psychosis <ul style="list-style-type: none"> a. Paresis b. Senile psychosis c. Alcoholic psychosis 		Do a study of the mental health situation in Alberta.
	6. Personality disorders <ul style="list-style-type: none"> - The sociopathic personality (psychopath) 		
	7. The treatment of behaviour disorders <ul style="list-style-type: none"> a. Procedures emphasizing physical treatment b. Procedures emphasizing individual treatment c. Treatments emphasizing conditioning procedures d. How effective are the many forms of treatment? 		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Eight: Career Opportunities in Psychology</u></p> <p>To investigate career opportunities for students in psychology.</p>	<ol style="list-style-type: none"> 1. Educational psychology <ol style="list-style-type: none"> a. Use in schools b. Research orientation c. Teacher education 2. Clinical psychology <ol style="list-style-type: none"> a. Child psychology b. Diagnosis c. Use in psychiatry 3. Physiological psychology <ol style="list-style-type: none"> a. Research into brain and nervous system b. Biological foundations of behaviour c. Application for medical research 4. Industrial psychology <ol style="list-style-type: none"> a. Human engineering b. Industrial relations c. Research into human systems 5. Social psychology <ol style="list-style-type: none"> a. The discipline b. Amalgamation of social sciences c. Uses of social psychology 		



M O D U L A R U N I T 3

E X P E R I M E N T A L P S Y C H O L O G Y



MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

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MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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1. Engle & Snellgrove,
Chapter 1,
Appendix, pp. 571 - 581.

2. American Sociological
Association,
Testing for Truth.

NOTE: To streamline the chart
format of the modular unit
outlines, all references are
listed as briefly as possible -
books by author's last name
and other materials by title.
All references which appear
in the charts are listed in
full detail on pages 79 - 81.

MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY
SUPPLEMENTARY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme One: Experimental Psychology</u></p> <p>To know that psychology is an empirical science that utilizes the scientific method to research human behaviour.</p>	<ol style="list-style-type: none"> 1. Psychology as an experimental science 2. Psychological research <ol style="list-style-type: none"> a. Hypothesis b. Independent variable c. Dependent variable d. Stimulus - response e. Experimental group f. Control group g. Observation - conclusions h. Laws and theories 		<ol style="list-style-type: none"> 1. Students should set up a hypothetical experiment indicating variables, as well as expected observation and conclusions. 2. <u>Lab Manual</u>, Engle & Snellgrove contains a section on analyzing experiments.



MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Two: Statistics

To understand the description and interpretation of scientific data.

1. Organizing data
 - a. Statistics defined
 - qualitative
 - quantitative
 - b. Frequency distribution
 - class interval
 - tally
 - frequency
 - mid-point
 - c. Frequency polygon
 - Skewed right
 - Skewed left
 - d. Histogram - bar graph
2. Normal distribution
 - a. Standard deviations
 - b. Cumulative percentages
 - c. Percentile equivalents
 - d. Typical standard scores (Z scores)
 - e. T - scores
3. Percentiles, Deciles, Quartiles

100000

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Two: Statistics (cont'd)

To understand the description and interpretation of scientific data.
(cont'd)

- | | | |
|--|--|--|
| 4. Measures of central tendency
a. Mean
b. Median
c. Mode | | |
| 5. Measures of variability
a. Range
b. Standard deviation | | |
| 6. Correlation
a. The scattergram
b. Positive correlation
c. Negative correlation
d. Zero correlation
e. Computing a coefficient of correlation by the rank - difference method
f. Percent and coefficients
g. Correlation and causation
h. Correlation and prediction | | |
| 7. Validity and reliability
a. Validity
b. Reliability | | |

MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Three: Research Methods</u>			
A. To describe a typical research procedure and its evaluation.	1. Research Steps: Step 1: Forming hypothesis and making predictions Step 2: Writing questions and questionnaires Step 3: Sampling Step 4: Administering questionnaires	American Sociological Association, <u>Testing for Truth</u>	
B. To know that the knowledge of scientific psychology can be utilized by the student to undertake simple basic research with sufficient validity and reliability to produce significant results.	Step 5: Tabulating results Step 6: a. Analyzing data b. The chi square test c. Working with larger tables d. Some problems Step 7: a. Forming conclusions and generalizations b. Reviewing the methods employed c. The research report d. Control variables		

MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Three: Research Methods</u> (cont'd)</p> <p>B. To know that the knowledge of scientific psychology can be utilized by the student to undertake simple basic research with sufficient validity and reliability to produce significant results. (cont'd)</p>	<p>2. Laboratory experimentation</p> <p>a. Learning theory studies</p> <ul style="list-style-type: none"> - classical operant conditioning - learned fears - trial and error learning maze <p>b. Other areas</p> <ul style="list-style-type: none"> - perception and sensation - biological foundations of behaviour 		

MODULAR UNIT 3 - EXPERIMENTAL PSYCHOLOGY

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<u>Theme Four: Research Projects</u>			
To develop an insight into the specific modes of inquiry and skills necessary to plan, execute, and report a scientific experiment.	<ol style="list-style-type: none"> 1. Research - implementation of practical applications <ol style="list-style-type: none"> a. Teacher must initially work with students to help them formulate a specific hypothesis and a research design b. The teacher may have to disallow certain topics in areas which, in his professional opinion, are too controversial c. The time needed for completion on a semester basis is approximately 15 - 20 days d. School administration should be notified as to topics covered by the students in this area e. Student questionnaires should be checked carefully and limited to an "n" of 50 f. Questions should be limited to a maximum of ten 		<p>Before attempting small animal research, students should familiarize themselves with adequate precautions for the care of small animals. A properly maintained lab should be available before experimentation is considered.</p> <p>All students should be required to do simple research utilizing skills and techniques studied in Theme 3.</p> <p>Research projects can be done by individual experimentation or in groups.</p>

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
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Theme Four: Research Projects (cont'd)

To develop an insight into the specific modes of inquiry and skills necessary to plan, execute, and report a scientific experiment. (cont'd)

1. Research - implementation of practical applications (cont'd)
 - g. Questionnaires should be anonymous.
 - h. If at all possible questionnaires should be distributed to teachers and students within the school.
 - i. Students should be limited to two variables if at all possible. More than two variables invoke a more sophisticated analysis which could be beyond the capabilities of the student.

A two and two contingency table is adequate for correlation between these two variables. e.g.

	yes	no
yes		
no		

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Four: Research Projects</u> (cont'd)</p> <p>To develop an insight into the specific modes of inquiry and skills necessary to plan, execute, and report a scientific experiment. (cont'd)</p>	<p>2. Project flexibility</p> <p>Students can pursue their interests, which may range from very simple surveys which involve percentage distributions and bar graph illustrations to more complex relationships that involve conditions and significance, with two or more variables. The important thing here is that each student works at his own level. Students should be encouraged to be creative and innovative in their research work</p> <p>3. Evaluation</p> <p>The evaluation of the research project should constitute the largest percentage of the student's mark. The research analysis; especially its design, implementation, and conclusions, should give a good indication of the student's ability. The projects should be typed for clarity, utilizing basic research formats. Statistical data can be included in appendixes.</p>		<p>Possible Projects:</p> <ol style="list-style-type: none"> Smoking surveys, percentage distribution, and the why behind smoking Drug surveys Student protest Existence of unique membership, and student environment Basic conflicts of adolescents Apathy and student grades Peer group identification and student grades Parental attitudes vs. children's attitudes Traditional vs. emergent values Various opinion surveys Discrepancy between future goals and present performance

SPECIFIC OBJECTIVES	CONCEPTS OR ISSUES	SUPPLEMENTARY MATERIALS	SUGGESTED ACTIVITIES
<p><u>Theme Four: Research Projects</u> (cont'd)</p> <p>To develop an insight into the specific modes of inquiry and skills necessary to plan, execute, and report a scientific experiment. (cont'd)</p>	<p>4. Suggested design</p> <ol style="list-style-type: none"> a. Introduction. The problem and general discussion of the hypothesis b. Hypothesis. Specific formulation of hypothesis c. Methodology. What you did and why d. Conclusions. Complete analysis of data e. Implications. Future research suggestions 		<p>Possible Projects:(cont'd)</p> <ol style="list-style-type: none"> 1. Honesty indexes m. Adolescent socio-logical - emotional problems and relationships (When in trouble who does the adolescent turn to?) n. Assistance indexes (When you are in trouble, will strangers help?)

PSYCHOLOGY - REFERENCES

Primary Reference (Text)

Engle and Snellgrove. Psychology: Its Principles and Applications. (6th edition).
New York: Harcourt, Brace & Jovanovich, 1974.

Teacher Reference

Manual for Engle and Snellgrove text listed above.

Supplementary Materials

BOOKS

Brennecke, John. H. and Robert G. Amick. The Struggle for Significance. Toronto:
Collier-MacMillan, 1971.

Hawley, Robert C. and Isabel L. Hawley. Handbook of Personal Growth Activities for
Classroom Use. Educational Research Associates, 1972.

Jourard, Sidney M. Self-Disclosure: An Experimental Analysis of the Transparent Self.
Toronto: John Wiley & Sons, 1971.

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Crofts, 1968.

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Human Relations Training. Volumes I, II, III. Iowa: University Associates Press,
1973-74.

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Sartain, Aaron Q. et al. Psychology: Understanding Human Behaviour. Toronto: McGraw-Hill, 1973.

Selye, Hans. Stress Without Distress. Toronto: Lippincott, 1974.

Sorenson, et al. Psychology for Living. (3rd edition). Toronto: McGraw-Hill, 1971.

Tallent and Spurgin. Psychology: Understanding Ourselves and Others. New York: American Book Company, 1972.

OTHER PRINT MATERIALS

American Sociological Association. Episodes in Social Enquiry Series: Testing for Truth. Allyn & Bacon, 1969.

- Available from MacMillan of Canada,
70 Bond Street
Toronto 2, Ontario

Each episode costs 70¢ per copy.

Fybate Lecture Notes

- Available from Social Studies School Service
c/o Don Tofquist
P. O. Box 473
Edmonton, Alberta
(403) 439 - 4051

Sills, David L. (ed.). International Encyclopedia of the Social Sciences. (17 volumes). Toronto: MacMillan, 1968.

Time-Life Reprints.

- Available from G. L. C. Educational Materials Services Ltd.
115 Nugget Avenue
Agincourt, Ontario
M1S 3B1

Psychology Today magazine.

Scientific American magazine.

Taylor - Johnson Temperament Analysis Test. Los Angeles: Psychological Publications
Inc.

- Available from Pastoral Institute
1134 - 8th Avenue, S. W.
Calgary, Alberta
T2P 1J5

NON-PRINT MATERIALS

New Generation - filmstrip and tape, Educational Dimensional Corp.

- Available from Harry Smith & Sons
1150 Homer Street
Vancouver 2, British Columbia
(\$54.00)

Seeds of Hate - filmstrip

- Available from Social Studies School Service
c/o Don Tofquist
P. O. Box 473
Edmonton, Alberta
(403) 439 - 4051



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